

## Scientists told of 'crisis of excessive government'

by David Walker

One thousand political scientists gathered at Edinburgh University this week to discuss the future of democracy and the stability of governments.

The academics, attending the tenth world congress of the International Political Science Association, devoted to the theme of time, space and politics, heard speakers such as Professor Richard Rose, of Strathclyde University, talk of the crisis of "excessive government."

Professor David Harvey, of Johns Hopkins University, described the underlying unity of class conflict in people's place of work and community conflict in the streets where they lived.

Professor Rose's theme was the coming "unmanageability" of political units. Governments would reap the whirlwind of the excessive expectations they allowed to grow in their citizens. He told one session of the congress that in the early days of industrialization, western countries were well endowed compared with what governments were expected to do. By the end of the nineteenth century the machinery of government was capable of doing much more than people demanded from it.

Now, however, the machinery was overloaded. Individually and in groups, citizens asked more of politicians and of governments than they could hope to provide.

A possible solution was a startling reduction in government activity, such as in health, social services

and the provision of pensions. State-run industries could be sold to the private sector and civil servants rewarded on "payment-by-results" basis.

He warned that the trend towards decentralization and mechanisms for more participation by people in decision-taking was unlikely to make governments more effective. They might just add to the total cost of government.

Professor Harvey, who is well known for his book *Social Justice and the City* which crossed the lines between geography, economics, politics and sociology, argued that capitalism separates working and living and so leads to a false narrow conception of human nature.

Not all the papers delivered to the congress predicted crisis. Many were formal academic analyses of problems in political science. Dr David Rapoport, of the University of California, Los Angeles, for instance, discussed the leadership of the Biblical prophet Moses in terms of the concept of "charisma".

Other papers concerned themselves with practical problems of current politics. Mr Roy Pryce, former head of the centre for contemporary European studies at Sussex University, and now director for information in the European Commission, talked of the role of press and information services in legitimizing "European integration."

Even closer to home Dr Henry Drucker, of the politics department at Edinburgh University, discussed the future of the Labour Party. Many aspects of the Labour Party were backward-looking, he argued.

## X-ray clue in hunt for the universe's 'black holes'

Scientists searching for "black holes" — among the most intriguing and mysterious phenomena in the universe — seem to be on the right track in studying binary star systems which emit X-rays, according to a new analysis by astrophysicists at the Weizmann Institute of Science, Israel.

Black holes are massive stars which have cooled down and collapsed into bodies a few miles across with such a strong gravitational pull that nothing can escape from them — not even light. Their existence was first suspected in 1939, but the attempt to locate one began only in 1963.

The search was accelerated when the United States space programme made it possible for scientists to begin taking X-ray maps of the sky, to try to locate the powerful X-rays which they believe gases from neighbouring stars emit as they are drawn into black holes. Scientists are now concentrating the search on binary star systems which emit X-rays and in which one of the components is unobscured.

Dr Yoram Avni, of the Weizmann Institute, and Dr John Bachnell, of Princeton Institute for Advanced Study, have analysed all the available data on the X-ray binary system known as Vela X-1. They

predicted that the velocity of the Vela X-1 X-ray pulsar must be between 200km and 300km per second. Subsequent direct measurements of this velocity by a sophisticated X-ray telescope operated by the Massachusetts Institute of Technology confirmed the velocity to be 275km per second.

Dr Avni and Dr Bachnell have applied a similar calculation to the binary system Cygnus X-1, which is suspected by many astrophysicists of containing a black hole. The results show the mass values for the invisible component to be between eight and 15 solar masses within the range predicted for black holes.

Not all astrophysicists are convinced that Cygnus X-1 is in fact a simple binary system containing a black hole; a more complex triple system without a hole might also explain the astronomical data. But if the binary system supposition proves to be correct, the recent calculations performed by Dr Avni and Dr Bachnell support the hypothesis that Cygnus X-1 contains a black hole.

The new analysis should also enable scientists to study the properties of other stellar bodies, such as neutron stars and white dwarfs, more accurately.

## In-service training 'could ease redundancies'

At least 1,200 of the college of education lecturers faced with redundancy because of the cut-back in teacher training should be retained to help with in-service training, a Government advisory committee recommends this week.

It also suggests that where school reorganization makes new demands upon experienced teachers they should be released for one term's full time in-service training.

The committee — the Advisory Committee on the Supply and Training of Teachers — supports the belief in the importance of all local authorities at least making a start in 1978 with the in-service year project for new teachers, with a view

to the full scheme being progressively introduced on a national scale over the next three years.

## Students plan protests over unemployment

by Bert Lodge

A mass meeting to plan a protest campaign against unemployment is to be held next month by about 500 students representing 140 colleges and education departments.

The conference, lasting three days and organized by the National Union of Students, will be at Edge Hill College of Education, Ormskirk near Liverpool, on September 1. It will be attended by representatives of the National Association of Teachers in Further and Higher Education who recently estimated that the academic year will begin with 20,000 teachers out of work, including 13,000 who qualified last term.

"That's not a final figure," Mr Tom Driver, NATFHE general secretary, said this week. "It's the result of a second survey we have based on the last few weeks, based on the fact that the colleges. We shall be conducting another survey in the autumn which may well reveal a higher number. It certainly won't be smaller."

The conference will discuss whether to resume the sit-ins which took place at scores of colleges last term and, though there are likely to be some delegates in favour, many will be opposed.

Mr Charles Clarke, NUS president, said this week: "If we resume the sit-ins they can hardly be sustained for a whole year. So when do you call these off?"

It is also doubtful how much support would be given to such a campaign. Some are still a long way from the realities of job-hunting, particularly those beginning their first year next term.

Mr Clarke was confident they would be enthusiastic. "One of the remarkable things about the sit-ins was how much support came from the first and second years," he said.

Mr Francis Beckett, the union press officer, suggested that the campaign would shift towards local authorities with the aim of persuading them not to implement cuts.

The unions were forming a broad front, he said, and during the summer the NUS, NATFHE and the National Union of Teachers have held fortnightly meetings to plan a joint campaign.

NATFHE's attitude towards student action would be the same as last term, Mr Driver said. "When our occupations were on, we didn't ask members to withdraw their labour, but it was understood they would not take part in any disciplinary action against students."

The question of his members taking action themselves would have to be approved by the executive, he added. — ZES.

## Sussex merger

The Secretary of State has formally approved the setting up of the new West Sussex Institute of Higher Education. The Institute will be formed from an amalgamation between Bishop Otter and Bognor Regis colleges, and will be an independent institution, run by a trust, with both local authority and Anglican representatives.

The committee stresses in its report that the most effective use will be made of the resources now being released in the colleges only if its governing and/or local authority makes a definite staff development policy.

It is also vital, the report says, that those local authorities which have not yet established representative committees and policies to define local training should be urged to do so. The composition of such committees should be 50 per cent local, 25 per cent from the college or department of education. — ZES.

## Fewer seek Open University places after fees increase

by Frances Hill

Total applications to the Open University fell slightly this year to just under 50,000. Last year they reached the record level of 52,000.

The drop may be due to this year's rise in tuition fees from £25 to £40. There has been a 30 per cent withdrawal by new students this year, compared with an average of 25 per cent since 1973, and a 13 per cent drop-out by continuing students compared with an earlier average of 10 per cent.

Despite the fall in the number of applications, 3,000 more undergraduates are being admitted this year than in 1975. In all, 20,000 new students will start courses in the autumn — 4,200 short of the 1971 intake, which was the largest in the OU's history. The present number of undergraduates is 50,800 and the target for 1979 is 62,500.

To reach this target, and counteract the higher drop-out among students this year and possibly in the future because of higher fees, intake in 1977 will be larger than this year.

"The university is seriously concerned that some of our students may be dropping out because of the

increase in fees," said Dr Perry, vice-chancellor of the university. "We will continue to strenuously oppose any fee increases."

The OU's policy on fees is being "re-examined" and the university is also negotiating with the Open University Finance Committee on the long run of the outside Oxford and a new Road, North London, and its own remote office in the Cardiff area.

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The college outside Oxford, Italy, has cost £200,000. It is a 40,000 square foot, modern, country and stands in a wooded grounds. The university staff has already moved to the new building in Oxford.

## Lancaster study uncovers Hadrian's Wall 'frontier'

Archaeologists at Lancaster University have discovered that the 70-mile chain of forts along the Hadrian's Wall was an extension to Hadrian's Wall.

The discovery comes after a six-week excavation of the Roman fort of Glannaventa at Ravenglass. Dr Timothy Potter, a lecturer in archaeology, who directed the excavations, said: "The excavations at Ravenglass add to the evidence that the forts and fortlets on the Cumberland coast were built at the same time as Hadrian's Wall as part of the same integrated frontier system."

The new discovery has led to the idea of thinking of the northern frontier in Roman times solely as a wall with associated forts and fortlets running between the Solway Firth and the Tyne.

Glannaventa is the most southerly of the five known forts on the Cumberland coast south of Hadrian's Wall. It was found to be a natural harbour at the mouth of the River Esk.

The excavations, carried out by the university's department of classics and archaeology with funds from the Department of Environment, support the view that the Biglands fortlet last year, and from other sites, that the Romans regarded the defence of the exposed Cumberland coast as of vital strategic importance.

Although there was evidence of an earlier temporary occupation by the Romans, the team discovered

that the established fort was permanent garrison was found at 125, the same point as the Hadrian's Wall. The team uncovered a wall, 60 metres by 10, which the seaward side of the fort, measuring the distance between the two wooden towers, was 100 metres. The fort was a rectangular one and the ditch was 100 metres wide. The ditch was 100 metres wide. The ditch was 100 metres wide.

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## 'Topsy-turvy world' of higher education

"The time would have been right for a reappraisal of the direction of higher education even if there had been no economic crisis," the vice-chancellor of Bradford University, Dr E. G. Edwards, said this week.

"Higher education has just grown topsy-turvy like in all the developed countries for the past century, and now suddenly it seems that all over the world politicians and the general population are beginning to ask the question 'What is it all for?'"

Dr Edwards was speaking at the opening of a conference of student union subnational officers being held in Bradford. He went on to argue that because higher education had expanded so fast in recent years, with student numbers doubling between 1960 and 1970, it was "no longer a little unmanageable luxury on the side."

## MPs' call for central control of postgraduate numbers rejected

by Frances Gibb

Almost every proposal made by the House of Commons expenditure committee on postgraduate education in 1971 has been rejected in a Government White Paper published this week.

The White Paper says the Government does not consider it necessary to restructure the system of postgraduate education to secure a change in the content and pattern of courses or to ensure more central control over student numbers.

It endorses the committee's view however that funds for postgraduate education should be provided primarily to meet the country's manpower needs. But this goes wider than an attempt to match the output of postgraduates to the demand for specific skills as reflected in the job market, it says.

It is also to consider the feasibility of setting up some broadly based advisory machinery to complement existing arrangements for cooperation between the award-making bodies, the University Grants Committee and the higher education institutions.

Award-making bodies should make the attempt to satisfy manpower demand, it says, but recognizes that this would only be a starting point, because of the many problems such as the need to allow for an interval between the start of training and the start of a career, changes in job demand and postgraduate mobility in employment.

Because of these factors, it was unlikely that a close match between supply and demand could ever be achieved. "It will be important to resist the temptation to forecast and plan with spurious precision," it says.

Nevertheless, a system primarily designed to satisfy individual demand would be too haphazard a way of meeting manpower needs, and the other objective of postgraduate education, helping increase the research capability of an institution, while important, could not be over-riding.

A "certain looseness of fit" was necessary because the knowledge, and techniques for a close match were lacking and some of the best postgraduates put their education to use in ways impossible to predict.

The committee's proposals for a more centralized control over student numbers are rejected. The Government system embodied a degree of control sufficiently effective and appropriate to the complexity of the situation and compatible with the autonomy of the institutions.

But the need for close cooperation between the UGC, the research councils and the institutions is acknowledged and, with the UGC Research Councils, the question of an advisory committee to provide advice on postgraduate education is to be examined.

The Government rejects as "unfair" the committee's criticism that rapid growth of postgraduate numbers during 1967/72 was because of insufficient control. The student target for that period made no distinction between under-

graduates and postgraduates, and universities were encouraged to exceed the target because at the time that was thought desirable.

The present quinquennium, 1972/77, is quite different, it says, because the UGC has issued detailed guidance to each university on numbers and the rate of increase has been much less: 7.5 per cent as opposed to 6.3 per cent for undergraduates during 1974/75, compared with 39.2 per cent and 24.7 per cent respectively during 1971/72.

The Government had no intention of introducing a loan scheme, instead of grants, as proposed by the committee, because it did not consider that would achieve worthwhile savings.

Nor did it share the committee's view that responsibility for the support of students on taught postgraduate courses should pass from the research councils to the DES, which would mean more committees and more bureaucracy.

On the content and type of course, the White Paper says this

| Growth of Full-time Postgraduates in Universities in 1966-67-1974-75 |         |         |                     |
|----------------------------------------------------------------------|---------|---------|---------------------|
|                                                                      | 1966-67 | 1974-75 | Percentage increase |
| Research training                                                    | 18,409  | 24,103  | 31                  |
| Taught courses                                                       | 13,564  | 23,767  | 75                  |
| All postgraduates                                                    | 31,973  | 47,870  | 50                  |

| Sources of Support of Home Postgraduates in GB Universities 1974-75 |        |       |        |
|---------------------------------------------------------------------|--------|-------|--------|
|                                                                     | No.    | %     | Total  |
| Government departments (including DES and S&I)                      | 773    | 5.9   | 8,448  |
| Local Government                                                    | 212    | 1.8   | 2,774  |
| Research Councils                                                   | 7,935  | 60.8  | 3,150  |
| University/College                                                  | 961    | 7.4   | 646    |
| International and overseas support                                  | 474    | 3.6   | 121    |
| Self-supporting                                                     | 1,477  | 11.3  | 2,831  |
| Other (e.g. charities)                                              | 1,053  | 8.1   | 1,640  |
|                                                                     | 13,059 | 100.0 | 18,767 |

## AUT and students critical

The White Paper came under immediate attack from the Association of University Teachers and the National Union of Students.

Mr Laurie Snapper, general secretary of the AUT, said that it omitted the role postgraduates play in "advancing the frontiers of knowledge."

He added that no government had yet been able to forecast manpower requirements from year to year, let alone for the period it took to train a postgraduate.

Mr Peter Ashby, deputy president of the NUS, criticized the White Paper for making no mention of the cuts in postgraduate education that he said would result from the recent increase in postgraduate tuition fees.

"It is hypocritical of the Government to state that postgraduate studies should reflect the needs of society and at the same time push

is best left to the interaction between the institutions themselves, research councils and employers. But the Government accepted it had responsibility for regulating the overall scale of the system and monitoring its broad development.

It did not agree with the committee that the existing pattern left much to be demanded. The committee, it says, which argued for more vocational courses, took too little account of the moves being made to shape postgraduate education to vocational ends.

Between 1966-67 and 1974-75 the number of postgraduates following taught courses in universities increased by 75 per cent, compared with a 30 per cent increase in the number doing research.

Post-experience students already play a greater part in postgraduate education than is generally recognized, the White Paper says. Their numbers in universities have risen from 12,500 in 1966-67 to over 21,000 in 1974-75, and in further education during the same period from 4,600 to nearly 7,600. Both sectors also provide more short courses.

On the whole, higher education institutions and award-making bodies had been very alive to the needs of the economy and society. But more could be done, including closer links between universities, polytechnics and employers, by enabling the course element in research training and making research more relevant to students' careers.

Government observations on the Third Report of the Expenditure Committee, Session 1973-74, Postgraduate education. Cmnd 6611, HMSO, price 28p.

Even those polytechnics which decided to place display advertisements in the national press reported that courses were well on the way to being filled.

As last year, there are few places left on social work, law and business studies courses, while vocational courses, such as quantity surveying at Newcastle Polytechnic, are already over-subscribed.

Humanities and arts degrees present a more varied picture though most courses are fairly well filled. Sunderland and Huddersfield Polytechnics have been forced to advertise their continuing studies degrees to try to attract students. However, a spokesman for Teesside Polytechnic, which placed a general advertisement for all its courses, denied the advertisement indicated a shortage of students.

Most polytechnics have a shortfall in applications for their pure and applied science courses. Sheffield has vacancies in metallurgy, civil engineering, applied chemistry and industrial studies degrees. By contrast, its communications studies and public administration degrees were well subscribed.

Several colleges decided to advertise only those courses which offered a new option. Hatfield Polytechnic advertised its well-established BA studies in the continued on back page

The White Paper was welcomed, however, by the Committee of Vice-Chancellors and Principals for acknowledging the universities' initiative in developing the range of postgraduate education in recent years.

## Colleges and polys compete for students

by staff reporters

There was fierce competition among polytechnics and colleges to attract last-minute applications this week as 100,000 school leavers received their A-level results.

Competition is particularly keen for humanities students, since many new courses have been launched this year as teacher training courses are cut. Universities, which are not expanding very rapidly have also had increased applications.

Competing for students, the polytechnics are taking the lion's share of humanities applicants in the public sector, with some colleges recruiting fewer than 10 to new degree courses.

Mr Fowler, Minister of State at the Department of Education and Science, opposed to students to use the Government's Further Education Information Service, run from 375 centres in collaboration with local education authorities. It was until the end of September and is specifically aimed to help young people with A levels or with equivalent Ordinary National Diploma or Certificate passes, still seeking places in further and higher education. Addresses and telephone numbers of local offices can be found by telephoning 01-928 9222, extension 3143.

Polytechnic admissions officers said demand was buoyant for nearly every undergraduate degree course, including those recently approved by the Council for National Academic Awards.

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In the first issue Nobel Prize winner Hjalmar Alfvén argues that although the "big bang" theory of the origin of the universe can no longer be sustained there is no need to replace it with another cosmic myth. There are also articles by Sir Sam Edwards, chairman of the Science Research Council, Ross Hesketh and Magnus Pyke.

## Contents

Thomas Hardy



Patrick Parrinder reviews a new crop of literary criticism from Thomas Hardy to Tom Stoppard. 12

## French élite

In the second article on the grandes écoles George Morgan describes the Ecole Normale Supérieure. 9

## The Wealth of Nations

On the 200th anniversary of the publication of the bible of free trade, Guy Routh considers the intellectual influence of its author, Adam Smith, 11

## Communications studies

Frances Gibb reports on the proliferation of new courses in media and communications studies, 4; leader, 10

## Inputs and outputs

David Walker describes recent attempts to measure the costs and the outputs of university education, 5; leader, 10

## Passing out

Bill McSweeney takes a wry look at the perils that beset a sociologist on graduation day, 7

## Robert Whelan

Peter Wilby talks to Dr Robert Whelan, who is coming back from Australia to be Liverpool's new vice-chancellor, 5

|                     |        |
|---------------------|--------|
| Noticeboard         | 6      |
| North American news | 8      |
| Overseas news       | 9      |
| Letters             | 10, 19 |
| Books               | 12-15  |
| Classified index    | 16     |



## News in brief

### Fall in birth rate slows down

The fall in the birth rate is slowing down. Figures released by the Office of Population Censuses and Surveys for the first seven months of this year show that the number of birth registrations has declined by 3.5 per cent compared with last year. There was a 4.3 per cent drop between 1974 and 1975 and 5.6 per cent between 1973 and 1974. Figures taken over the five weeks until August 6 show an even steeper reduction in the rate of decline. The number of births registered is only 2.2 per cent down on last year compared with a drop of 5.3 per cent for the same period the previous year.

### Academic freedom

The Triennial world conference of the International Political Science Association, which ended last Friday in Edinburgh, has been guaranteed full academic freedom by the Soviet authorities, its hosts in Leningrad. Professor Georgi Subanichnikov, president of the Soviet political science association, confirmed that there would be no interference with the IPSA's right to issue invitations and commission papers. The conference at Edinburgh University, attended by over 1,200 academics, was devoted to the theme of time, space and politics.

### Study of books

A study to investigate present and future developments in educational technology with special reference to books and printed materials, has been proposed by Pira, the research association for the paper and board printing and packaging industries. The study will be headed by Dr Philip Hills of the Institute of Educational Technology, Surrey University, in conjunction with Dr William Manning, head of the Techno-Economic Group, Pira. The end product, which will be exclusive to participating companies and organisations, is designed to help printers, publishers and equipment manufacturers and suppliers in their future planning.

### \$208,765 grant

The Department of Health and Social Security in association with Scottish home and health departments has awarded a five-year grant of over \$208,765 to Professor J. Crooks, of the Department of pharmacology and therapeutics at Dundee University, and Professor R. W. Weir, of the Department of Community Medicine at Aberdeen University, for the work of the medicines evaluation and monitoring group based at Ninewells Teaching Hospital, Dundee, and at Aberdeen University Medical School. The unit, under the direction of Dr L. Christopher, deals with the evaluation of adverse drug reaction problems.

## Concord plans sixth form for girls at Attingham Park

by Sue Reid

Attingham Park, the stately home in Shropshire which until last November was used as an adult education college, is expected to become a sixth-form college for the girls of wealthy families from abroad.

The National Trust, which owns the estate, is completing negotiations with the owners of Concord College, which already provides General Certificate of Education courses for boys from overseas at Acton Burnell Hall nearby.

Mr Anthony Morris, headmaster of Concord College, said this week that if the negotiations were successful part of the estate would be leased from the National Trust from September, 1977. General Certificate of Education courses at O and A levels would be provided for about 60 female students aged between 17 and 24.

He added: "We would like to establish a female equivalent of our men's college which has been in existence for more than 25 years. Families with boys at Acton Burnell Hall have also expressed interest. Students from Malaysia, Hong Kong, the Middle East and Europe attend Concord College. It is a similar college for girls is established.

It is likely to share the same name and fees will cost more than £2,000 a year.

Attingham Park Adult Education College, which catered for 9,000 short-term residential students a year, was closed last November because of lack of funds. Salop County Council, its sole sponsor, gave a total of £36,500 in the financial year 1974-75 to keep the college open and in the six months up to November 1975 provided another £15,000.

Mr John Till, assistant education officer for the county, said this week: "The tragedy of this was that the college was improving all the time. Considerable economies were made but extra finances could not be found." The college had been housed at Attingham for nearly 30 years.

Attingham Park has since been owned by the National Trust since the death of Lord Warwick in 1947. A spokesman said this week that the park would continue to be open to the public. If negotiations with Concord College, owned by Mr Frank Bell, founder of the Bell Educational Trust, were successful, the building would be retained, including the state rooms.



A set of American Congressional papers was among 100 books and journals donated to the department of politics, Edinburgh University, as a surprise gesture by delegates to the 10th World Congress of International Political Science Association.

Pictured here are Mr. Guy Neave, Mr. Kirkpatrick (left) and Mr. Williams, Mr. Childs (centre), respectively. Helen Dwight Reid Educational Foundation. They are talking to Mr. Charles Raab, a lecturer in politics at the University of Edinburgh.

## Exam changes in economics at Cambridge

Changes in the discipline of economics in recent years have led the faculty board of economics at Cambridge to propose reforms in the degree examinations.

Unlike proposed changes in the classification system for economics degrees, these proposals have gained the approval of the general board—the controlling body of the university. In March a vote of Cambridge academics rejected plans to abolish the awarding of economics degrees divided into first, second and third classes.

The reforms proposed by the economics faculty, to come into effect with the examinations taken in 1978, would reduce the number of papers taken in Part One of the economics tripos from five to four. In the opinion of the faculty this could help deepen the course. A separate paper in modern British politics would be dropped.

All this would mean that at the end of their first year students in the economics faculty would take three papers on selected aspects of political economy and a fourth in English economic history. The aim of the changes proposed for Part Two of the tripos is "to reflect the increased degree of specialisation in all areas of economics in recent years, to concentrate the field of study covered by each student and thus to provide students with greater depth".

To achieve this it is suggested that there be a third compulsory paper on economic principles and problems. This would be a single question paper in which students would be allowed the use of statistical sources/books. In addition the field of optional papers would be tidied up and the place of the dissertation be given formal recognition in the tripos regulations.

## Increased research funds fail to bridge planning gap

By David Walker

Despite massive growth in the funds available for research in planning, basic questions about housing, town planning, the growth of cities, and the location of roads and factories remain unanswered, according to a survey published by the Social Science Research Council last week.

Mr David Eversley and Miss Mary Moody of the Centre for Environmental Studies asked why had a fairly high output of new housing till 1971, and increased improvement effort since then, done so little to improve the housing prospects of the badly housed and homeless. Such a question was asked 10 years ago and yet their survey of planning research has showed few projects which contributed much towards answering it.

The authors' main complaint was that the majority of research projects were only vaguely related to public policy and the "real" world. The analysis of the growing effort in planning leads us to the conclusion that the additional effort made possible by higher levels of research funding had furthered the sectional aims of a number of established academic disciplines more than the aims of the planners. These projects were devoted to "methodological" investigations—studies of concepts and the methods of planning research.

Other projects contained criticism of existing practice which though helpful in showing the negative effects of past policies were not directly useful for formulating new ones. Many explained how the machinery of planning worked without discussing any alternatives.

SSRC survey dealt with planning and environmental research of common interest to SSRC, the Centre for Environmental Studies, the Department of Environment, excluding the Transport and Road Research Laboratory and the Building Research Establishment, and the major private foundations.

It reported that the number of research institutions based on planning and urban affairs had proliferated since the early 1960s. The number of courses in planning in universities and polytechnics had grown enormously, too, and these

could be taken as a sign that much research was going on.

The scope of planning research had broadened. Especially the amount of money provided by the SSRC and the amount of theoretical work had increased. Such as education, social science and local government had emerged as a new sub-discipline.

In the early 1960s the research was mainly limited to academic departments within the universities. But there had been a shift in the government and local authorities. The state through the Department of the Environment and now bears the major part of the cost.

The report noted: "The difficulties which might arise from the relationship between research and their 'customers' which much debated at the time of the Rothschild report on the planning system even if the view had been accepted, researchers seem to feel the availability of more funds from the Department of the Environment meant an increase in the quantity and scope of projects and a reduction in the quality of the work." It added: "The research has been a shift in research away from land use and urban planning towards sociological problems, migration and community relations. Housing research 10 years ago might be more concerned with forecasting demand; now it is more concerned with the problems of the high blocks of flats or the use of overspill schemes."

More important, "The Growth of Planning Practice" (The Urban Planning Unit, Eversley and Mary Moody, £1.00).

## Universities blamed for specialisation

The Scottish Universities are mainly responsible for increasing specialisation in the sixth subject Scottish schools, according to a report in the journal *Comparative Education*.

Mr Guy Neave, formerly a researcher at the Edinburgh University Centre for Educational Sociology, argued that the universities had in recent years imposed restrictions on the subjects sixth formers could choose leading to the death of the "generalist" tradition of Scottish secondary schools, and making them more like their English counterparts.

Mr Neave's research showed a reduction in the range of subjects studied at the higher level of the Scottish Leaving Certificate and in the Certificate of Sixth Year Studies, the two main qualifications open to pupils aged 16-plus in Scotland. Until recently one of the characteristics of the Scottish system had been its avoidance of premature specialisation. Mr Neave attributed this to the "anglicising" effect of the universities and the fact this was not countered by mechanisms of public control and accountability.

To get accepted at universities, students had to have specialised examination passes. Pressure from the Scottish Education Department which had previously kept this tendency in check had stopped. Mr Neave said: "As higher education becomes more central to the national life, the more specific the demands universities make upon schools follow the same spiral."

The Scottish universities were imposing what Mr Neave called "curricular differentiation" on sixth form pupils of a kind similar to the pattern of English education. *Comparative Education*, Volume 12, No 2, June 1976.

## National plan to cut pollution urged

A national ten-year programme aimed at reducing pollution has been designed by a working party set up by the Science Research Council. In a report published last week the working party suggests that various centres in Britain should conduct research into pollution should grow in strength so that research workers in other university departments should be encouraged to initiate work in same field.

It says that there is need for more co-operative work between industry and universities to ensure that research workers have the information about the environmental problems which engineering development, current industrial practice and that industry is aware of the capability of university research.

The working party, under the chairmanship of Professor Beer of Sheffield University, has set a ten-year programme to review the current air pollution reduction methods in the United Kingdom and would identify various routes of research together with estimates of potential and economic feasibility for each of the routes.

Such a plan would be useful in formulating and planning air pollution control programmes, and serve also as a reference source for research organisations, universities and research-sponsoring agencies co-ordinating research in the field. The working party says: "Pollution Control—Generation and Technology" (The Science Research Council, £1.00).

## NUS launches anti-racist campaigns in two directions

### Action against National Front promised

by David Walker

Students ought to "mobilise" against the National Front and other Right-wing groups, a conference of student union sabbatical officers decided last week.

Demonstrations were promised during the autumn and students were asked to turn out at the by-elections expected in the West Midlands, at Walsall North and Salford, if the seats are vacated by Mr John Stonehouse and Mr Jenkins, the Home Secretary.

Mr Peter Ashby, deputy president of the National Union of Students, said: "We totally disassociate ourselves from fringe groups who provoke violence. We are confident that we can have a massive turnout of students for a completely peaceful demonstration. We totally reject violence in demonstrating against racism and fascism."

Several student union officers complained that demonstrations were often used by extremist Left-wing groups to provoke confrontations with the police.

Mr Ashby told the officers, who meet annually at the invitation of Bradford University Students' Union, that the National Front and National Party were near an electoral breakthrough. Together they might even replace the Liberal Party as the party of protest.

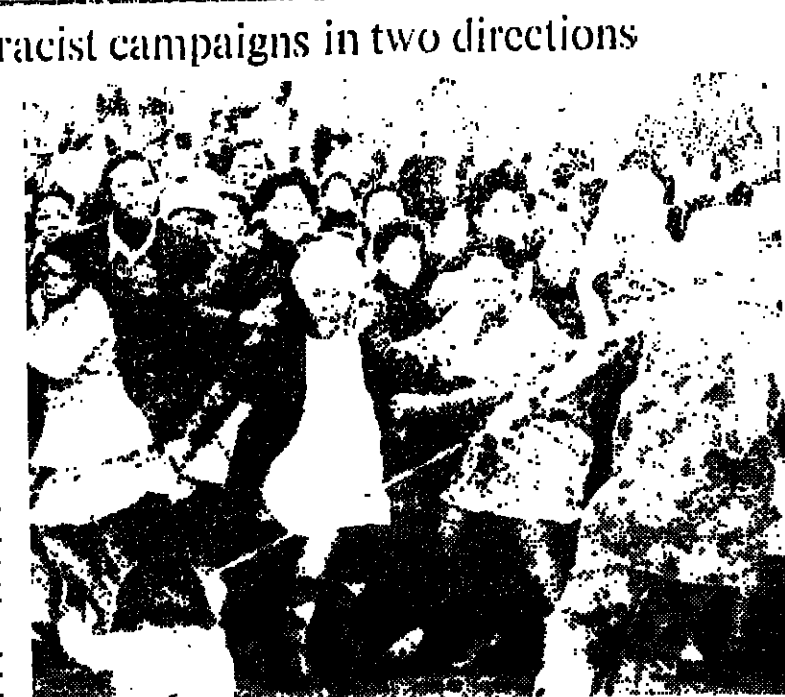
The meeting condemned the Home Office's denial of a right of appeal to students from overseas who are threatened with deportation as a result of this decision.

This move follows a meeting last Thursday between representatives of the NUS and Dr Summerfield, Minister of State at the Home Office, at which she refused to change this decision.

According to the NUS, the Home Office has for some time been tightening the provisions of the 1971 Immigration Act as they affect foreign students. Early this summer, two cases involving late visa applications by students went to the higher courts and resulted in decisions which seemed further to put pressure on students who stayed in Britain after the period of their visa ended.

The students now plan to take the cases of the thousand students they claim are threatened with deportation to the European courts as branches of the European Convention on Human Rights. Mr Paul Croft, international student officer of the NUS said this week that the cases would also be referred to the Immigration Appeal Tribunal and to the Parliamentary Commissioner for Administration because they involved maladministration by the Home Office.

The new campaign follows a visit



South African township troubles: reports are circulating of a mass grave in Soweto.

## End to investment in South Africa sought

by Frances Gibb

The National Union of Students is to launch a major campaign next week to encourage students to visit African student organisations and to gain support for their plan of action.

Mr Blomfield, who returned this week from a 10-day tour of Johannesburg, Cape Town, Durban, East London, claims from conversations with eyewitnesses and journalists that those killed in the recent unrest in Soweto totalled 500 in the first two days alone and up to 1,000 overall.

He claims also that the deaths were not necessarily caused by other black South Africans, as reported, on the grounds that bullets used were not Government issue. Reservists were used by the Government and were issued with arms from private stock.

Mr Blomfield says there is an area in the middle of Soweto, heavily guarded by South African police, which is widely believed to be a mass grave of those killed during the unrest.

He was unable to get into Soweto and during the course of his visit was under constant surveillance, he says.

During discussion with various organisations, including the South African Students Organisation and the Black Parents Association, Mr Blomfield was greatly impressed with the range of support the organisations commanded among African youth, and the key role of the students' organisations in developing black consciousness among Africans.

He was particularly disturbed, however, by the attitude of the National Union of South African Students, which he says has been away from opposing Government policy, and is trying to work within the official framework.

to South Africa by Mr Paul Blomfield, a member of the NUS executive, who was sent by the NUS and the International Union of Students to visit African student organisations and to gain support for their plan of action.

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## OU efficiency fails to improve despite doubling of students

by Sue Reid

The Open University has failed to increase its efficiency over the past five years despite a doubling of student numbers from 24,000 to 50,000 and taking into account the cost of inflation. At current prices the average cost per student is £500, the same figure as in 1973, it was disclosed this week.

But a key report on the university's finances prepared by Mr Leslie Wagner, an Open University lecturer, shows that the cost of an Open University student is one-quarter that of a full-time student at a conventional university or polytechnic and the cost of an Open University graduate between one-half and one-third that of a conventional university graduate.

The report, outlined in the latest edition of *Education*, indicates that the Open University has not increased its productivity because it has diversified and set up smaller courses with low student numbers. At the same time many of the original academic staff are now taking study and research leave.

The cost of providing science courses has proved much higher than arts-based programmes. On average a science course costs £200,000 more than a similar one in the arts.

Cost effectiveness of the university is still dependent on keeping wastage figures to a minimum. The Open University has suggested that there might be a link between the 30 per cent withdrawal rate of new students recorded this year and the sharp rise in fees last year from £25 to £40 a year. The latest dropout rate compares with a figure of 25 per cent at conventional universities.

The total cost of undertaking an Open University arts course is estimated at £600 at current prices. A science student may pay up to £900. These figures include all student expenses, including summer school fees.

The university is considering an

increase in fees of £5 per course from next year and students may be charged £60 for summer school courses, £10 more than at present.

However, there is no sign of a significant fall in demand for OU courses. Total applications dropped marginally to 49,556 this year, compared with the 52,000 received in each of the previous two years.

Mr Wagner first examined the costs of the Open University at the end of its first year of operation. His latest report will be considered by the university's planning committee.

● The Open University was forced to limit its student intake in January to 17,000, instead of the 25,000 it had planned, because of the financial crisis. It was stated in the university's annual report this week.

The report for 1975 was written by Professor Ralph Smith, acting vice-chancellor during the absence of Sir Walter Perry, vice-chancellor of the university, on study leave.

He said that the immediate effect of limiting the intake had been to deter potential students for at least a year. The move had also resulted in the university being less cost-effective.

More than 17 per cent of Open University students graduating in 1975 had no previous qualifications, an increase over earlier years. A total of 5,805 students graduated, including 40 honours graduates.

Professor Smith disclosed that there had been a decrease in the overall course pass rate during the year. In 1975 70 per cent of finally registered students passed compared with more than 73 per cent in 1974.

Despite the need to prune costs by £500,000 during the year, the university had offered 14 new undergraduate courses in 1975. The Open University had also agreed to a new diploma course—in reading—which would be available from 1977.

## Institute's possibilities lauded

Lancaster University's new Institute of Research and Development into post-compulsory education should provide a platform for local authorities and educationalists to become involved in innovative research, Mr David Moore, principal of Nelson and Colne College of Further Education, said this week.

He was speaking on an Open University/BBC radio programme, *Management in Education*, which focused on the Open University educational studies course.

The idea for the institute, which will have a core of Lancaster University staff, had arisen from two factors: post-compulsory education was never looked at as a whole, and much money spent on research and development for post-compulsory education was being wasted, he said.

Apart from providing a platform, the institute might also undertake consultancy. It might be a useful agency for bringing together a team from the region, involving universities, polytechnics and colleges, to

deal with a particular problem such as how to provide the educational services requested by Saudi Arabia. It might also help with staff development. Many staff were likely at present to spend much time in one job, and the institute could help place staff in new posts on a secondment basis.

Institutions should not be minimalist, Mr Moore said. He would welcome promotion of the idea that institutions had major roles and minor roles. A polytechnic's major role was undergraduate work, and its minor role might be community work. Nelson and Colne's major role was full-time courses for 16 to 19-year-olds, and its minor role community work. But there was no reason why, in association with the local polytechnic and university, it could not contribute to the first stage of an undergraduate course.

"I am looking for a more cohesive, coherent approach to post-compulsory education and hoping that perhaps the DES will help us."

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Frances Gibb looks at the breakthrough being made by a new subject

## Getting communication studies into the academic headlines

Media or communication studies is still very much a fringe subject, but there are signs that it is slowly securing a niche for itself as an academic discipline. On the organizational level, an association for those involved in teaching media studies has been proposed by James Brennan, a journalist on *The Guardian* and a former lecturer in journalism. He is also planning to edit a quarterly journal, *The Media Reporter*, which will be published in the autumn and be concerned with media studies, mass communication and training in journalism.

The content of a new subject is more tricky to establish, however, and definition of media studies is a perennial problem. Professor Margaret Barker, professor at the Polytechnic of Central London, where the first undergraduate course in communication studies was set up, sees present courses as falling into four categories.

The first group is communication design. This title generally applies to the many communication courses offered by art and design faculties in polytechnics and colleges, she says. They are graphic design oriented, and concentrate on visual communication through graphics.

### Aiming towards higher media literacy

The second group into which the PCL course falls is communication or media studies. These are also postgraduate courses in several universities, one of the first being that at the Centre of Contemporary Cultural Studies, Birmingham. These courses, Professor Barker says, have a sociological base and are essentially concerned with the theory of communication and directed towards media literacy at a high intellectual level.

The third group are the more vocationally linked communication courses, geared to advertising, publicity and marketing, and some are sponsored by the Communication, Advertising and Marketing Foundation. There is a fourth group of courses, coming under the heading of communication systems, concerned with the technology of

communication and based on the principles of engineering.

In addition, she says, there is a wealth of courses which study one particular medium, such as photography and film making at the Royal College of Art, film making at the National Film School, postgraduate film criticism at London University, and the undergraduate course in photographic arts at Stockwell College of Education this September.

Two unusual courses, one specialist and the other a broader combination of media subjects, will be offered at Stockwell College of Education this September.

The first, in education and educational broadcasting, accepted its first students last year. The college has a long history of film and television study which could be taken as main subjects in its BA honours degree. A new degree, geared to producing specialist educational broadcasters, was an obvious development at a time of diversification.

The course is both practical and theoretical, but as Mr Dan Douglas, head of the mass media and communications department, points out, this does not take into account the amount of practical work students do in their spare time. The kind of subjects students take include standards and values in broadcasting, the theory of audio-visual communication, and more particularly the history of film and television, approaches to film theory, and critical studies in broadcasting.

On the practical side, students have produced a 30-minute radio documentary and it is hoped that they will later be able to go to one of the broadcasting authorities to learn the everyday aspect of the work.

The other course at Stockwell, again a spin-off from its film and television studies, is a Bachelor of Humanities degree course in music with film and television studies. It starts in September, and aims to produce musicians/technicians who will be qualified to work in those media. The only other course comparable with it is one at Surrey University, but this is concerned specifically with the recording industry.

The music side of the Stockwell course will cover performance, practical and written musicianship, and historical studies. On the film/television side, students will follow a basic introductory foundation course in learning how to use

cameras, video recorders, tape recorders and sound-mixers. They will also study theory, taking topics such as the history of film, and writing for television.

The college has both television and film equipment, including television studios with full videotape recording facilities and a professionally equipped 16mm cutting room for film editing. It has a purpose-built music block, with practice rooms and a recital room, and there are plans for a new building which will be equipped as a sound recording studio.

The idea is that students will mix the two media. Mr Alan Bennett, head of the music department, says: "The composer will write the music for a television drama, or film... and at the other end of the scale a music student who elects to say, critical studies in the cinema might justifiably undertake a survey of the methods and techniques employed by Wilfred Josephs, Ron Grainer, William Walton in their film music."

The two courses differ from the one at PCL in that the emphasis seems to be on teaching students to acquire a specialist knowledge of the equipment which would have direct relevance to a future job. The students on the educational broadcasting degree, for instance, are so far all mature students, many of whom have already had experience in television and other media, but who believe that it is no longer sufficient for educational broadcasters to acquire "scraps of technical knowledge".

### Subject creeps into school syllabuses

While the debate about the aims and content of media courses goes on, the subject is creeping slowly into school syllabuses. Some of the examining boards now have some sort of syllabus in media studies, and there is a well-established Certificate in Secondary Education Mode 3 in media studies. Now the Associated Examining Board is planning an A level in communication studies, which will begin in September.

This course, which will be both practical and theoretical, will cover the different communication processes, aids and methods to communication (cultural, political, linguistic), the organization and dissemination of information, the development of communications including social and practical communication skills such as how to use, evaluate and present spoken, written, printed and visual material.

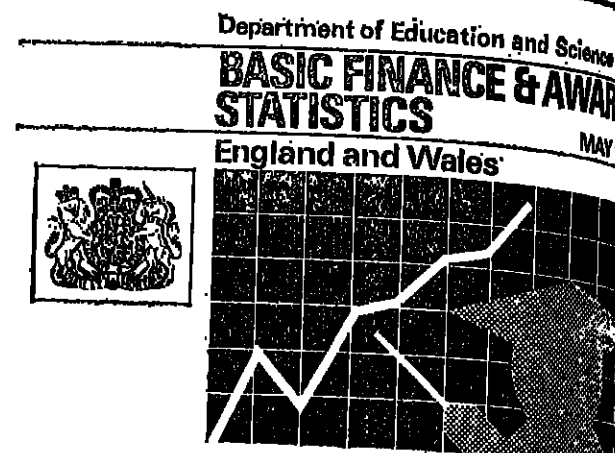
But differences over what media studies should be persist at this level. Professor Barker worries that some courses, for instance O and A level philosophy courses, concentrate on the technical aspects of the subject and do not consider it as a medium of communication.

Most teachers would agree that for media studies to become properly established it has to be seen not just as another subject for study, but as a new method of study. Professor Barker argues for the integration of audio-visual methods in teaching and learning, so that visual imagery and the spoken word are as important as the written word.

Media skills and techniques should be an important element in teacher-training courses, she says. But it will take time to train the teachers of teachers, as a short-term solution might be for faculties and departments with audio-visual facilities to offer short courses to help teachers overcome their fear of using audio-visual communication in school curricula.

"If the present and future school populations are to grow up visually and audio literate in ways far superior to the present adult population, then the media must be taught formally, not as a series of interesting techniques and craft skills or potential modes of artistic expression, but as vital methods of communication."

Leader page 10



| FINANCE (£ million)         | 1984  | 1987  |
|-----------------------------|-------|-------|
| Education expenditure       |       |       |
| Further and adult education |       |       |
| — current                   | 107.6 | 334.2 |
| — capital                   | 31.2  | 54.1  |
| Training of teachers        | 15.8  | 68.8  |
| — current                   | 6.2   | 23.2  |
| — capital                   | 6.3   | 28.7  |
| Universities                | 35.6  | 88.5  |
| — current                   | 32.4  | 107.0 |
| — capital                   | 2.2   | 9.3   |
| Other expenditure           | 2.3   | 4.2   |
| — current                   | 2.3   | 4.2   |
| — capital                   | 0.0   | 0.0   |
| Total education expenditure | 188.5 | 588.8 |
| — current                   | 188.5 | 588.8 |
| — capital                   | 31.2  | 54.1  |
| Total related expenditure   | 219.7 | 642.9 |
| — current                   | 219.7 | 642.9 |
| — capital                   | 31.2  | 54.1  |
| Total                       | 250.9 | 697.0 |
| All expenditure             | 250.9 | 697.0 |
| — current                   | 250.9 | 697.0 |
| — capital                   | 31.2  | 54.1  |
| Total                       | 282.1 | 751.1 |

| AWARDS (numbers)                                          | 1984    | 1987    |
|-----------------------------------------------------------|---------|---------|
| New Awards — obituary years                               |         |         |
| Local Education Authorities                               | 31,684  | 49,104  |
| Further education establishments                          | 30,761  | 51,443  |
| Total                                                     | 62,445  | 100,547 |
| Lesser value awards                                       |         |         |
| Universities                                              | 43      | 15      |
| Further education establishments                          | 12,407  | 20,176  |
| Total                                                     | 12,450  | 20,191  |
| Teacher training awards                                   | n.a.    | 41,406  |
| Total LEA awards                                          | 74,895  | 162,144 |
| Department of Education and Science                       |         |         |
| Undergraduate awards                                      | 28      | 23      |
| State scholarships                                        | 28      | 23      |
| Total                                                     | 56      | 46      |
| Postgraduate awards                                       | 738     | 1,000   |
| State scholarships                                        | 738     | 1,000   |
| Total                                                     | 738     | 1,000   |
| Awards to students in university departments of education | 3,915   | 6,054   |
| Total DES awards                                          | 4,681   | 6,813   |
| Research Councils awards (GB)                             | 2,801   | 6,825   |
| Total new awards                                          | 82,397  | 175,782 |
| Current Awards                                            |         |         |
| Local Education Authorities                               |         |         |
| Full value awards                                         | 92,171  | 161,782 |
| Further education establishments                          | 48,938  | 107,823 |
| Total                                                     | 141,109 | 269,605 |
| Lesser value awards                                       |         |         |
| Universities                                              | 93      | 10      |
| Further education establishments                          | 18,265  | 22,821  |
| Total                                                     | 18,358  | 22,831  |
| Teacher training awards                                   | 57,855  | 109,365 |
| Total LEA awards                                          | 218,412 | 391,791 |
| Department of Education and Science                       |         |         |
| Undergraduate awards                                      | 6,163   | 86      |
| State scholarships                                        | 6,163   | 86      |
| Total                                                     | 12,326  | 172     |
| Postgraduate awards                                       | 1,201   | 1,781   |
| State scholarships                                        | 1,201   | 1,781   |
| Total                                                     | 1,201   | 1,781   |
| Awards to students in university departments of education | 3,915   | 6,054   |
| Total DES awards                                          | 11,384  | 7,978   |
| Research Councils awards (GB)                             | 5,840   | 12,860  |
| Total current awards                                      | 235,306 | 412,719 |

(1) Financial years 1983-84, 1982-83 and 1981-82. (2) University departments of education are included under universities. Figures relate to the academic year 1984-85. (3) Figures relate to the academic year 1984-85. (4) Figures relate to the academic year 1984-85. (5) Figures relate to the academic year 1984-85. (6) Figures relate to the academic year 1984-85. (7) Figures relate to the academic year 1984-85. (8) Figures relate to the academic year 1984-85. (9) Figures relate to the academic year 1984-85. (10) Figures relate to the academic year 1984-85. (11) Figures relate to the academic year 1984-85. (12) Figures relate to the academic year 1984-85. (13) Figures relate to the academic year 1984-85. (14) Figures relate to the academic year 1984-85. (15) Figures relate to the academic year 1984-85. (16) Figures relate to the academic year 1984-85. (17) Figures relate to the academic year 1984-85. (18) Figures relate to the academic year 1984-85. 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## Why shouldn't 'passing out' get passed over?

## How student fee increases could help university freedom

## could help university free

reached maturity and that our capacity for survival was in itself evidence of a remarkable talent would be unhelpful. I started something about the role of the intellectual and the function of criticism in an ongoing, cathartic element of the social process, a means of penetrating the opaque structures of everyday life . . . but it was all wrong and hopeless. Rosaleen was standing there as a shining counterpoint to my words, every word without opening her mouth. The silence was agony.

"I want a wee-wee," I shall always remember that remark, with envy. Simple contributions are all that are wanted. I was not a classic of economy and relevance. I could have kissed his podgy face. As I watched him perform from a safe distance, relieved that yet another crisis of western sociology had been averted, I was not alone in noting that he too would have a devotee for compassionate grounds if ever he should need it.

The author is in the sociology department at the University of New York.

dom

**John Pratt**  
The author is Director of the Centre  
for Institutional Studies, North East  
London Polytechnic.

*The author is Director of the Centre for Institutional Studies, North East London Polytechnic.*

What is nerve-racking about Graduation Day is not so much the clobber or the cine cameras. It is not the bore of posing beside the lake or the embarrassment of being seen beside a mortarboard; it is not even that people who have

## Open University programmes August 28 to September 3

with the grant giving authority so that grant is less than expected, for income at least is unaffected. Moreover, there is cogency in the argument that, up to a point, it is better

### Correction

In our issue of July 23 it was incorrectly stated that Dr A. G. Edwards, who received £8,250 from the SRC for research in polymer chemistry, was at Hatfield Polytechnic. He is in the department of chemistry and metallurgy at Lanchester Polytechnic.

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40. History of Architecture and Design  
1890-1938. Gerhold Lubetkin: A  
Commentary on Western Architecture  
(ASU; prog. 27).

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| placement, Programme for North Scotland                                     | 17. |
| 00: Science Foundation Course: life on earth, is it Unique? (8100; prog 27) | 18. |

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| placement, Programme for North Scotland                                     | 17. |
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17.25 \* Personally and Learning: The  
17.60 \* Address Centre (2201: prog 14)  
18.40 \* Patterns of Inequality: international  
Aid (2202: prog 14)  
Making Sense of Society: Power in  
Society - San Francisco

**RADIO 2 (VHF)**  
Replacement Programmes for Parts  
and parts of Wales

|       |                                                             |
|-------|-------------------------------------------------------------|
| 24.00 | Twentieth-Century Poetry<br>Larkin (A306; prog 14)          |
| 00.20 | People and Work: Work and<br>A Discussion (Dec 23; prog 14) |

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**NORTH AMERICAN NEWS**  
**MICHAEL BINYON reports**  
 from Washington



The Times Higher Education Supplement (London) Room 541  
 Tel. (202) 638 6765 National Press Building  
 Washington D.C.

## Teachers file lawsuit to protect their jobs

Teachers at the City University of New York are to file a lawsuit today against the Board of Higher Education, the University's controlling body, to stop them sacking 1,100 lecturers this autumn. The board has sent notice to all these teachers, including an estimated 110 who have tenure, telling them that their contracts are not to be renewed on September 1.

The move is part of the retrenchment forced on the university by the fiscal crisis in New York City. Another 700 teachers who have retired or resigned will not be replaced.

The Professional Staff Congress, which has 12,000 members at the university, maintains that the board has not made out its case, and that it has not made sufficient efforts to find other jobs for the tenured staff. Legal advisers do not expect to be granted an injunction against the board, but hope that they will be able to subpoena records.

Last week the state Board of Regents, who really have the vast university, put forward a plan for increasing the state's share of the operating budget of the state colleges. They propose that the state share rise to 80 per cent, while the city's would then drop to 20 per cent by 1980.

Last spring the city announced that it was going to end its \$140m contribution by 1978. A spokesman for the staff congress pointed out that in that case there would be two years—1978-1980—when the university would have no city money and no extra state money, and this would bring it to bankruptcy again unless the city and

## Discrimination against whites

In the third judgment in as many weeks ruling against discrimination (legal), a New York court said that the City College of New York had used "intentional racial discrimination" to increase the number of Blacks and Puerto Ricans in a biomedical training programme.

The judge said that the college had discriminated against 19 whites and Orientals who were deemed qualified for the programme. They were not admitted because the college could not take all 94 who met admissions criteria, and the

## Canadian librarians split over Blackwell's system

Canadian librarians are split over the Blackwell system, a computerized system for cataloguing books. The system, developed by Blackwell's, is being investigated by the Canadian National Library. The system, developed by Blackwell's, is being investigated by the Canadian National Library.

The Blackwell system was developed by Blackwell's, a subsidiary of another company, the Oxford-based Blackwell's. The system, developed by Blackwell's, is being investigated by the Canadian National Library.

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## Graduates enjoy boom-time in the employment market this year

The number of jobs offered to this year's college graduates has shot up the past few months, making this year's prospects for graduate employment much better than was anticipated in the spring.

The number of jobs offered to those holding bachelor degrees was 11 per cent higher than last year, for master's degrees it was 8 per cent higher, for PhDs 14 per cent higher. This is in spite of a 47 per cent drop in offers for jobs in the federal government, and a 29 per cent drop in recruiting by state and local government.

The figures are compiled by the College Placement Council from a survey of 150 colleges and universities. They are based on job offers (not acceptances) made to students in select fields during the normal recruiting period of September to June. They do not include teaching.

For women, it has been a particularly good year. Job offers were 39 per cent up on last year. Offers to men increased by only 4 per cent.

The emphasis on employing women with technical backgrounds was reflected in their average starting salaries, which were higher than in all engineering positions except petroleum and metallurgical engineering. Salary offers to women bachelor's degree holders were also higher in accounting, chemistry, and computer science.

Of the new bachelor's degrees, petroleum engineering was the best paying, with jobs at \$1,398 a month. The least remunerative were new degrees in the humanities, paying only \$775 a month.

Chemical engineering was top of the list of master's degrees, rising 7.4 per cent over last year to an average salary of \$1,407 a month. This degree overtook last year's best money-earner, the MA in business, which this year averaged \$1,323 a month.

The largest salary offers went to graduates of the prestigious business schools. Offers of more than \$2,000 a year were not uncommon, and the highest combined starting salary was nearly \$50,000 dollars, offered to two new recruits at Harvard business school.

Degrees showing the greatest rise in demand at the bachelor's level were the hard sciences (up 31 per cent), and business (up 21 per cent). The humanities and social sciences were up 12 per cent. But overall demand was still below the level of two years ago, before the economic recession began to bite.

Of the 15 types of employers

## Anxiety in Congress over delayed Bill

There is anxiety in Congress and the education lobby that an important Omnibus Higher Education Bill will not be passed by Congress this session because of delay in getting a hearing.

The bill would have serious effects on all sectors of education. It would mean that no more money would be available in September for vocational education, or for the National Institute of Education, the Government's main research and development body for education.

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## Welfare laws cause financial burden for universities

The Government regulations concerning wages, social security and civil rights have placed a heavy burden on American universities and colleges, a new study has found.

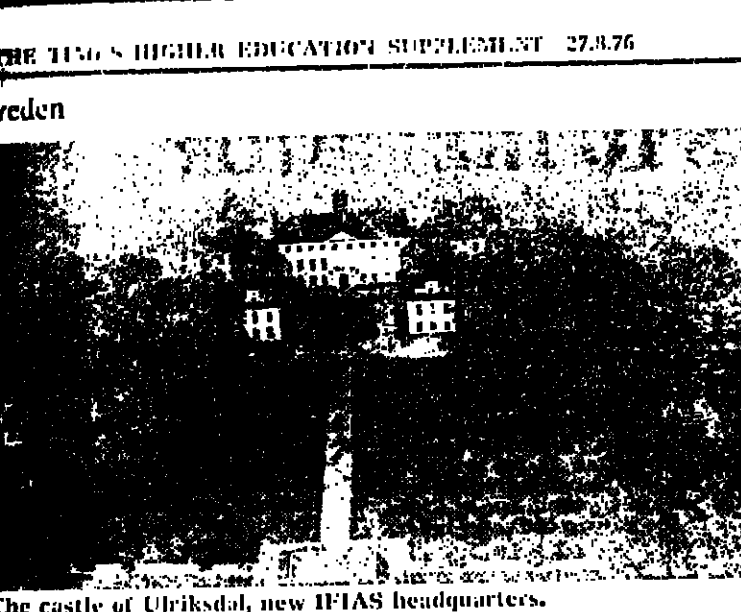
Over the past five years the cost of carrying out these programmes has risen at a much faster rate than that in the rest of the economy. A survey of six representative institutions showed that they are now having to spend up to 10 per cent of their budget on implementing federal mandates.

In terms of the cost per student, this worked out in 1974-75 at up to \$39 at the two large public institutions in the survey, and up to \$164 at two small private institutions. The programmes accounted for up to 18 per cent of tuition revenue in that year. In the last 10 years the cost of these social programmes represented between 8 per cent and 19 per cent of the tuition increases at universities without hospitals and between 17 per cent and 46 per cent at those with hospitals.

The survey, by the American Council on Education, attempts to quantify the cost of 12 major pieces of legislation which were not aimed at universities but which have caused them a great deal of administrative trouble.

The figures, although published recently, have been under argument over the past six months, showing that the Government is placing heavy burdens on universities by treating them as business enterprises.

As well as having to pay more in direct benefits (social security, retirement benefits, unemployment compensation and so on), universities have found that in the past 10



The castle of Ulrikdal, new IFIAS headquarters.

## Think-tank to publish 'State of the Planet' report

despite the appointment of a team of scientists to assess whether it should continue work for at least another five years, the future of IFIAS, the picked up quickly by the International Federation of Advanced Study, seems well assured.

Set up for a five-year trial period in October, 1972, the "think-tank" which initiates and coordinates multi-disciplinary research on global problems, has grown to encompass 22 member institutes in 16 countries and now spends more than £1m a year. These have attracted the attention of politicians as different as Margaret Thatcher and President Ford, and a further step towards permanent status was made last month when the Swedish Government accepted King Carl XVI's offer of Ulrikdal as its new headquarters.

The idea of the federation emerged from a 1969 Nobel symposium on science, development and the environment. Its chairman, the Swedish Nobel chemist, Arne Tiselius, persuaded the Rockefeller, Labour standards, and Swedish State Bank compensation, social security, and other agencies to support the project.

The intention was not to add new scientific disciplines, but to create an umbrella for the existing ones, to bring together leading scientists in different disciplines and to pool their existing knowledge and work on solutions to the world's emerging problems.

The emphasis is deliberately on applied research leading to practical results in stimulating communication between research and industry, and especially international co-operation between governments.

Partly for these reasons the UN-oriented institute has been largely overlooked by the media. The report says: "The federation's members are not interested in communicating their findings and are too preoccupied with a multi-disciplinary approach to the world's problems."

While it counts 35 member institutes, among its sponsors are the World Bank, the UN, the World Health Organization, and the World Meteorological Organization. The federation's annual budget is £1,000 and £2,500.

## Clash over 'work students'

Arnold Lissauer

Sixty-three per cent of university courses only offer limited study possibilities for work students.

Thirteen per cent of faculties have devised special programmes for work students, but in nearly all cases these are limited to one or two preliminary examinations. The report says that the universities are lacking an overall purposeful policy for work students. Only occasional faculties are being provided for study at night or during weekends. Where they are, the aim is mainly to preserve jobs for staff who feared redundancy because of the decline in first-year student numbers.

The same is heard from the Netherlands.

## Cash crisis 'will hit standards'

from John Kirkaldy

**SYDNEY**

The Universities Commission has warned that teaching and research standards in Australian universities will deteriorate in the next three years unless more funding becomes available. In its report for 1977-79 the commission, under the chairmanship of Professor Peter Karmel, says that the Government's financial guideline of 2 per cent growth in real terms a year, which was announced in a mini-budget in May, will not allow for anything but the bare maintenance of existing facilities.

The commission sees 1977 as a particularly difficult year for Australian universities, as commitments made in earlier years will have to be met. This could mean few additional teaching staff, the freezing of enrolments at 1976 levels, the deferment of many building programmes and a major reduction in the level of money devoted to research.

The amount allocated to Australian universities in 1977 will be \$456.1m, calculated at cost levels in December (the figure in the recent budget was \$458.4m, which takes into account inflation since December) and the difference in the Australian financial year which ends in July and the calendar year system on which the commission is based.

The report is pessimistic about the effect of this level of expenditure. "Unless expenditure on equipment is maintained at standards envisaged, serious deficiencies will occur that affect teaching and research."

Accordingly, the commission regards the restoration of the equipment grants to the standards of 1973-75 triennium as a matter of the highest priority.

The commission points out that the growth of universities has already slowed after the restriction of funds available in 1976. This, it believes, will be serious, as funds for the 153,000 students and 33,000 staff at Australian universities.

In the next three years, the potential body of students eligible for universities will increase by 15 per cent, but the growth in actual places will be far less. The commission comments: "Universities are moving from an environment of steady growth in student numbers to one in which there will be no growth or problems which, if not faced, must lead to deterioration in the standards of teaching and research."

The commission is also concerned about the effect of inflation upon future planning in universities. It fears that this will exacerbate the impact of the cutback in funding.

The commission calls for a growth rate that will at least enable universities in Australia to reach 1975 standards. For this to happen, it calls for increased expenditure in real terms of 3 1/2 per cent for 1978 and 1979, instead of the 2 per cent proposed by the Government.

Most universities will have to reduce their staff in 1977, the commission believes. In some universities, staff are already below 1975 levels and reductions are being made by terminating temporary appointments and not renewing fixed-term contracts. Staff salaries constitute up to 80 per cent of Australian universities' expenditure.

There will also be a reduction in research and general staff categories. The report believes that if minor aid is not forthcoming, real resources per student by 1980 will have deteriorated to 3 per cent less than in 1975.

The report states: "This means that the universities will be deprived of an infusion of new blood and that young scholars will be denied opportunities for academic teaching and research."

Included in the commission's suggested 3.5 per cent growth figure is 0.5 per cent for what it regards as high priority items, essential to universities if they are to maintain their innovative role in society. The commission's high priority programme includes an increase in students at Melbourne University's dental school, the establishment of departments of clinical pharmacology at five medical schools, and an additional student intake at Griffith University.

The report underlines the fears of many people involved in university education in Australia. The secretary of the Federation of Australian University Staff Associations, Mr L. B. Wallis, commented: "We are not surprised by the report's content. After the announcement of the government's guidelines, it was inevitable. But we feel strongly that universities will need at least another \$420m this year to do their job properly."

It seems unlikely, however, that the government will increase educational funding for universities beyond 2 per cent. Senator John Carrick, the Minister for Education, who is now considering the report, has emphasised that education is one of the few areas of government spending that are receiving increases in funding.

## Jeans, sweaters, and cloistered calm

from George Morgan

**PARIS**

A look at the 'Ecole Normale Supérieure' in the second of a three-part series

Individual mind with a decided preference for ideas, free discussion and disinterested research. The antithesis of the rue d'Ulm mentality is not, as one might suspect, Polytechnique, which shares the same passion for the fundamental approach, but the Ecole Nationale d'Administration, with its preference for pragmatic and technocratic solutions to "real" situations.

Basically, the role of Normale Supérieure in intellectual life remains aimed at providing the cream of the lycée and university teachers.

The 110 students admitted annually into both arts and science subjects sign a commitment to serve the French Republic for 10 years. Though less well off than their counterparts at Polytechnique, pupils are trained free of charge, enjoy subsidised board and lodging in the school and receive a monthly salary of roughly 2,500 francs (£300) as trainee civil servants.

Pupils are guaranteed four years' residence at the rue d'Ulm and five in exceptional circumstances. No diploma is awarded, students who expect to have passed the baccalauréat, university examinations, licence, maîtrise and agrégation, to be well advanced on a research project before leaving.

Teaching is divided between the nearby Sorbonne and the school itself which has a small, permanent staff of lecturers. Little direct pressure to work is placed upon individual students, but it is generally understood that pupils should complete an average six-year university work during their four-year stay.

That this unofficial target is generally achieved is attested by the fact that pupils are advised to take "leave of absence" (capacité) to a number of factors.

First, perhaps, the brilliance and mental stamina of the pupils themselves who have already proven themselves during the two or three gruelling years of preparation in specialised lycées leading up to the entrance examination. Then there are the conditions provided by the school itself, combining close individual tuition and guidance with an almost monastic atmosphere of academic concentration.

Finally, the normaliens' sense of fun and fantasy allowing him to let off steam at the annual initiation rites for new recruits or the almost religious worship of the "crénels"—the solid fish-shaped towers in a former director of the school, which have since become the emblem of the school.

But the rue d'Ulm, in common with the three other Ecoles Normales Supérieures, is not only a forcing-house for prospective teachers, however talented. It is an institution in which the cream of French academia is placed in close daily contact with the most eager and motivated of French youth to produce minds which are agile, discerning and original.

Not all pupils find their way into teaching. The school frequently helps to place its progeny in research establishments and private industry. One of the problems facing the school in recent years, with the severe reduction in new teaching posts, has been to find suitable outlets for pupils—particularly in the literary field. Although the agrégation, which all but a handful of pupils obtain, guarantees a State teaching position, normaliens have found themselves teaching at levels well below their capacity and level of training.

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## LETTERS TO THE EDITOR

### Scotland and devolution

from Mr Alex N. Main  
Sir—Your editorial of August 13 is welcome to those of us who have argued for the devolution of planning of higher education in Scotland to the proposed Assembly. It reflects some of the prophecies which we have made, and reinforces our scepticism of the motives of the Scottish universities.

I must, however, decline to be numbered among your "conservative insurgents". Most of my colleagues in the pro-devolution lobby share with me Left-wing political sympathies or affiliation and have no nationalistic pretensions to play in the "nationalist advance" which you describe.

That we have seen devolution as an opportunity for reform brings us close to some (but by no means all) nationalists. The reformist nature of our arguments has perhaps not been widely appreciated in Scotland or South of the border, and we have therefore sometimes been too hastily labelled in Whitehall and Edinburgh as part of an amorphous nationalist movement.

I trust that I may, through your columns, dispel this impression in ALEX N. MAIN,  
University of Strathclyde.

### NUS teacher policy

from Mr Charles Clarke  
Sir—In a report by Bert Lodge referring to the plans of the National Union of Students for continuing our campaign on teacher unemployment in the next academic year (*THE TIMES*, August 20) there were inaccuracies which I feel bound to ask you to correct.

First, the "mass meeting" to which the report refers is in fact our annual conference on education policy. The conference will decide what actions will go ahead within the teacher education sector itself. The conference will also be discussing a wide number of other questions concerning this sector of students.

Second, I am quoted as stating that the problem concerned with the continuing of occupations is when they should be called off. This is most emphatically not my view, and the quotation is a fabrication. I have little doubt that the conference will decide to take more action in the next year, and this may well include occupations at appropriate times.

Third, the joint meetings which have taken place between the NUT, NAATPE and ourselves are part of a regular sequence of meetings which we have been taking place for a long time, which cover a wide number of issues of common concern to our organizations.

Yours faithfully,  
CHARLES CLARKE,  
National Union of Students.

### PCL library

from Mr Wilfred Ashworth  
Sir—In Don Davison's article, "Small Libraries are the problem in the public sector" (*THE TIMES*, August 13), you used a photograph of the PCL library in London.

I am only sorry that it is a careless error of fact. The photograph is of a library in a school, and is not a public library. I am reluctant to believe that *THE TIMES* editorial staff would normally be so unthinking as to illustrate a general article with any old photograph. It might imply that the institution is a fair example of the ill and problems to which the article relates.

Incidentally, the room you illustrate has not been used as a library for some time—some institutions improve their higher education by using a room for other purposes.

WILFRED ASHWORTH,  
Chief Librarian,  
Polytechnic of Central London.

### Sociology associations

from Professor John Eldridge

Sir—David Walker's write-up on Rustin's paper "Sociology as a Profession" (*THE TIMES*, July 27) has, I am sure, provoked some comment and correspondence. Since Walker presents the matter as an attack on the BSA and its organization perhaps you will permit me as Chair-

man of the BSA to make the following observations.

Mike Rustin's paper was indeed quite widely distributed at the BSA Manchester Conference and was specifically drawn to members' attention at our AGM. The paper itself is to be further considered at the next Executive Committee meeting of the BSA.

Whatever the merits of the paper Rustin himself is not writing as a critical outsider. He attended meetings of the BSA executive committee until April of this year representing SIP (Sociologists in Polytechnics). Naturally he had plenty of opportunity to raise these matters with his colleagues on the executive committee had he wished to do so.

The reference to an unrecorded coup in the leadership of the BSA is very curious. Members are elected to the executive committee for a two-year period and are eligible for re-election for a further two years. Although a member may stand again at a later date, he or she may well feel that they have done their stint and that someone should take on responsibility. Who actually goes on the executive committee is a product of who decides to stand and who the membership as a whole votes for in a postal ballot.

What we have witnessed over the years is a healthy rotation of office. The record is clear that membership has been composed of academics drawn from the length and breadth of the United Kingdom. The reference to the purged by sociologists from the LSE was, I thought, unpleasant. In the early days of the BSA more T.S.P. (Teacher-Sociologist Partnership) naturally have been executive since that was the largest of the few places where the subject was taught. Our conference is an engagement and we do as a matter of fact have an LSE sociologist on the committee at present. In passing, I may say that at the 1975 conference we were addressed by Ralph Dahrendorf, director of the LSE and in 1976 by emeritus professor T. H. Marshall.

It is said that at the annual conference of the BSA the "great names" of the profession are scarcely seen. I have a hand five books based on recent conference papers. Without giving an exhaustive list I note that contributors Bauman, B. Allen, M. Banton, Z. Frankenberg, R. D. Lockwood, J. Rex and W. G. R. R. When I add to this the fact that among our distinguished speakers we include H. Becker, P. Bourdieu, E. Friedson, Willner, Touraine and A. Widdows, I think one is justified in concluding that the conference organizers have served the membership very well indeed.

However, annual conferences do not simply revolve about "great names". There is also plenty of opportunity for many members to contribute papers and to have a say in their own development. I think it fair to say that the profession have certainly

answer. Trainers of university polytechnic staff need money, a sound understanding of their aims and purposes, and often we assume that in a two or three years we can do more or less the same thing more effectively.

I would welcome more staff development but I welcome a clarification of our aims and purposes.

Yours faithfully,  
JOHN ELDRIDGE,  
Department of Education,  
University of London.

from Mr Ray McAleese  
Sir—I was interested to read the brief summary of Gordon Miller's report on Staff Development in Polytechnics (*THE TIMES*, July 30). I was particularly struck by the headline "Spend more on training lecturers".

It is such a report. Nowadays we assume that if only we could spend more money, then our universities could do better. This is a misconception. This is surely a misconception. This is surely a misconception.

Yours faithfully,  
RAY MACALEESE,  
Department of Education,  
University of London.

### Reflecting on all five volumes of Adam Smith's 'Wealth of Nations' in the new edition. Guy Routh considers the man himself—philosopher, scholar and paradox

The *Wealth of Nations*, like the *United States* of America, has now been with us for two centuries. Perhaps if the one had been published ten years sooner than the other, it would have happened for the extension of free trade. It was too late, though his observations remain a prophetic quality.

The discovery of America and the passage to the east via the Cape were two of the greatest events recorded in the history of mankind. But the countries that possessed America tried to keep to themselves "the whole show and splendour of this great commerce", thereby hurting themselves more than the countries they were trying to exclude.

The monopoly of American commerce seemed an acquisition of the highest value. To the undercurrent of giddy ambition, it naturally presents itself amidst the confused scramble of politics and war, as a very desirable object to fight for.

Free of restrictions on trade, it would be to the advantage of colonies and motherland to continue their association, the former presented in parliament just as Scotland was at Westminster. In little more than a century, the products of American taxation might exceed that of British, at which time "the seat of the empire would then naturally remove itself to that part... which contributed most to the general defence and support of the whole".

Whether or not Washington is now the capital of the British Empire, there is a curious validity in his related prediction: "Hereafter, perhaps, the natives of those countries may grow stronger, or those of Europe may grow weaker, and the inhabitants of the latter may be forced to leave their country, by the inspiring mutual fear, can alone overawe the injustice of independent nations into some sort of respect for the rights of one another".

Anyone who wishes to contribute to the bicentennial celebrations might do so by reading the neglected Books IV and V of the *Wealth of Nations*, in which these passages occur. In the beautifully indexed and annotated Glasgow edition of the *Wealth of Nations*, the first three books are familiar ground, for they form a self-contained textbook of economic theory. But more than half of the 400,000 words of the whole are contained in Books IV and V, which deal with matters of immediate practical interest for Smith's contemporaries. They were both a manifesto for free trade, and a handbook for those engaged in public finance.

The Scots have for long made it their special mission to preserve the literary force and elegance of the English language, and Smith gave prominence to these aims in his lectures, first in Edinburgh and later in Glasgow (the Glasgow edition will include J. C. Bryce (ed.), *Lectures on Rhetoric and Belles Lettres* (Clarendon Press: Oxford University Press, forthcoming)).

Smith's own style is his curious cast of thought and his facility of style in his piece "Of the Expence of the Institutions for the Education of Youth". His axiom: "In every profession, the exertion of the greater part of those who are employed in it is always to be made in the necessity they are under of making that exertion".

In Scottish universities, the affection and gratitude of students was of importance to the teacher, for he received part of his emolument in fees paid for entry to his lectures, and these favourable sentiments he is likely to gain in no way so well as by deserving them.

Without this, "His interest is set as directly in opposition to his duty as it is possible to get it. It is the interest of every man to live as much as he can for his own sake, and if his emolument is to be precisely the same, whether he does, or does not perform some very laborious duty, it is certainly his interest to neglect it altogether, or... to perform it in the most slovenly and seditious manner as he will permit".

He will seek to protect himself "not by ability or diligence in his profession, but by dissimulation to the will of his superiors, by being ready, at all times, to sacrifice reason to the rights, the interest, and the honour of the body corporate of which he is a member".

And he recorded of the University of Oxford, which he had attended from his adolescence to twenty-three years and to which he never returned, "the greater part of the public professors have, for these many years, given up altogether even the pretence of teaching".

It is strange that he should have believed in the treatment of education. The first three chapters of Book I are devoted to the division of labour, which is presented as the prime cause of economic progress. It improves the dexterity of the workman and naturally turns his thoughts towards inventing easier and readier methods of performing his work.

But in Book V he no longer sings the praises of the division of labour. It is now an evil that must be countered by the establishment of schools for the lower orders at public expense.

"The man whose whole life is spent in performing a few simple operations, of which he has no occasion to exert his understanding, and of which he has no opportunity of exercising his faculties, is generally stupid and brutish, as it is possible for a human being to become."

"The torpor of his mind renders him, not only incapable of relishing or bearing a part in any rational conversation, but of conceiv-

## This far from simple Smith



Adam Smith, left, although once a professor at Glasgow University, had a low opinion of university education. Agreement in religion with his great friend David Hume did not extend to carrying out one of Hume's last wishes.

ing any generous, noble, or tender sentiment, and consequently of forming any just judgment concerning many even of the ordinary duties of private life."

The inconsistencies which disconcertingly appear in some of the most important places make it difficult to evaluate Smith's work. He was a man of many parts, and his attitude towards the university was one of great reluctance, so that we are heavily dependent on Dugald Stewart's memoir delivered to the Royal Society of Edinburgh in 1793. The memoir was so good as perhaps to deter other contemporary accounts, so that subsequent biographies show Smith very much through Stewart's eyes.

We discern a man in comfortable circumstances. His salary as companion to the Duke of Buccleugh had been £300 a year—double what he had earned as a professor at Glasgow, and in his return, this was converted into a pension for life.

He appears to have received £300 for his first year's royalties in the *Wealth of Nations* and in January, 1778, he was rewarded by appointment as Commissioner of Customs and Salt Duties for Scotland at £500 a year. On the day when he was sworn in, he poured out a cup and on tasting it declared it was the worst tea he had ever met with.

Edward Gibbon thought it most curious that an apostle of free trade should accept a post as Commissioner of Customs, and wrote to Smith to that effect. "Of the great and extensive interests of his country, he is altogether incapable of judging."

In a letter to William Eden, Smith records that he found that he himself was wearing much prohibited apparel and to set an example, burnt the lot. This, among much else, is from the Glasgow edition of the *Wealth of Nations*.

One should multiply these figures by about 20 to convert them into the pounds of today.

He was troubled by the great political currents sweeping the world. Concerning working men he remarked, "Of the great and extensive interests of his country, he is altogether incapable of judging."

There can be little doubt that his religious views coincided with those of his great friend, David Hume, who so shocked Doctor Johnson by maintaining that he was no more disturbed by the thought that he would cease to be when he died than by the thought that he had not begun to be until he was born. But he was too timid to agree to publish Hume's *Dialogues Concerning Natural Religion* in accordance with Hume's last wishes, for fear of the public reaction.

On the other hand, his views on business and landowners would be quite appropriate to the pages of *Tribune*. A member of Parliament, who sought to sympathize with the poor, was not only the most popular and influential man of his time, but also the most powerful. He was a man of many parts, and his attitude towards the university was one of great reluctance, so that we are heavily dependent on Dugald Stewart's memoir delivered to the Royal Society of Edinburgh in 1793. The memoir was so good as perhaps to deter other contemporary accounts, so that subsequent biographies show Smith very much through Stewart's eyes.

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a pervasive tendency for business-men to combine. "People of the same trade seldom meet together, even for merriment and diversion, but the conversation ends in a conspiracy against the public, or in some contrivance to raise prices."

As for landlords—their revenue costs them neither labour nor care. They are "not only ignorant, but incapable of that application of mind which is necessary in order to foresee and understand the consequences of any public regulation."

The *Wealth of Nations* consists of three main elements: one, a codification, ornamentation and elaboration of an already well-established orthodoxy of economic ideas; two, extensive historical studies to explain the emergence of modern institutions; and three, a series of ideas that tell the reader why the tenets of the orthodoxy are really very unlikely to apply.

Far from the invisible hand ensuring public welfare from private self-interest, it promoted constant conspiracy against the public; workers refused to move themselves in response to differences in pay; business-men could not take their capital where profit was highest because profits were so variable that they generally did not know what their own rate was, let alone those of other people.

But all this did not at all restrain him from arguing strongly in support of the mechanistic interdependence of economic variables as forming the substance of the economic system. And, though he reprimanded Boswell for believing too much in systems, he himself was addicted to them, conceiving, for instance, of three economic states: the progressive, stationary and declining; the first cheerful and hearty; the second dull, the third melancholy.

After all the accumulation of evidence, it is still difficult to decide what manner of man this was. A secretive man perhaps; discreet, certainly, to the extent that, on great loss, he had his papers and lecture notes burnt a few days before he died. An unfeeling man? He criticized slavery because it was inefficient, not because it was inhumane.

On love, Sir Alexander Gray quotes him as remarking that though it may be ridiculous, it is not naturally odious, to our personal contacts, he was gentle and kindly. In the society of those he loved, Stewart records, his features often brightened "with a smile of inexpressible benignity."

He was famed for his scholarship, and also for his absence of mind. "Even in company," Stewart says, "he was apt to be engrossed in the study of his lips, as well as by his looks and gestures, to be in the fervour of composition... he did not fall in easily with the common dialogue of conversation, and was somewhat apt to convey his own ideas in the form of a lecture."

So he would be soon lapsing through the streets of Edinburgh on his way to the customs house, conversing with an audience unseen; as William Smellie described it, his head turning gently from side to side and his body swaying, as if at every other step he meant to alter his direction or even turn back.

One of the many stories of his absence of mind was recounted by John Damer, who called on him at breakfast time, "... falling into discourse Smith took a piece of bread and butter, and after rolling it round and round put it into the paper and poured water upon it. When he was done he poured out a cup and on tasting it declared it was the worst tea he had ever met with."

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The author is reader in economics at Sussex University.







## Carbon fibres

# Faction

**D. D. Burgess**

1. *Chlorophyll a* and *Chlorophyll b* were determined by the method of Arar and Collins (1971) using a Shimadzu 1601 UV-Visible Spectrophotometer. The concentration of chlorophyll was expressed in  $\mu\text{g mL}^{-1}$ .

1. *Journal of the American Medical Association*, 1997; 277: 1033-1036.







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San Silvestre School, Lima. The designation of the post is dependent upon the qualifications of the appointed candidate. Headmistress: teaching certificate, 10 years' experience (secondary level) including 1 year in administration. Age 35-50. Salary: paid in local currency (Sols). (At present £3,965-£7,593 p.a.). Three-year contract, renewable. Director of Studies: Degree, teaching certificate, 10 years' experience, 2 years with special responsibility. Age 30-45 years. Salary: Paid in local currency (Sols). (At present £4,056-£5,520 p.a.). Two-year contract, renewable. Benefits: cost of living allowance, rent allowance, terminal bonus, employer's share of UK superannuation, medical scheme.

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QUEENSLAND CONSERVATORIUM OF MUSIC  
BRISBANE, QUEENSLAND, AUSTRALIA

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The Council of the Queensland Conservatorium of Music invites applications for the above position.

QUALIFICATIONS: Applicants should be qualified to teach Writing Techniques (Harmony, Counterpoint, Orchestration, and other relevant areas). Proficiency in the areas of improvisation, ear training and aural training would be an advantage.

Applicants should possess a recognized tertiary qualification and have had considerable experience in teaching at tertiary level. SALARY: A salary according to qualifications and experience to be paid within the range of Lecturer 1, \$13,035 per annum to \$17,000 per annum (under review) (Australian currency).

CONDITIONS OF APPOINTMENT: Standard conditions including vacation for superannuation, terminal bonus, etc. applicable to the time academic staff at Colleges of Advanced Education in Queensland will apply.

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APPLICATIONS: Should be submitted by 18th October, 1976, to the Registrar, P.O. Box 28, North Quay, Brisbane, 4000, setting out personal particulars, qualifications, details of teaching experience and a photograph, together with the names and addresses of three referees.

The Next

"Review of  
New Courses"

feature

will be on Friday, 3rd September

for further details of advertising

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Charlotte Coulson

01-837 1234 Ext. 575

## OU art and environment course

from Professor Christopher Cornford  
Sir—Why do the heathen (I am referring to Mr Jones of Leicester Polytechnic and the other critics of the Open University course TAD 292, THE August 13) rage so furiously together? It seems to me as if an extra-mural member of the course team and author of one unit, that Mr Jones and Mr Deacon have been set to criticize TAD 292, and that some of their points might be worth attending to and embodying in future versions of it. What I object to is their going further and demanding that "the whole course has to be scrapped".

The course has to be scrapped or some action taken about it, and sent to the opinion should be reconsidered by a completely different set of course authors. This is about as reasonable as demanding the suppression of every dancing on the stage and every one should play golf instead, and what right, anyway, have these people to appoint themselves censors of the OU academic programme?

Happily the OU, through the agency of Professor Kettle and his committee of inquiry, has in effect sent them about their business; but they are inveterate fellows it seems; they keep coming on and could yet do some marginal damage to a still-developing experiment if left uncontrolled.

So it is worth pointing out that the "academic rigour" of the course resides, not in what is done in the practical way, but in the critical analysis made of it in TMA and examinations. The practical work is intentionally of an improvisatory and empirical nature that "rigour" of any kind would necessarily inhibit.

Most of the other points are mere sniping. Mr Jones complains that, when he resigned as tutor he was replaced by an art therapist. Aside from the fact that skill in making art activity available to mental or other patients is a good qualification for making it available to non-artists generally, including OU students, why should Mr Jones assume that the replacement was a success? Might he not be a trained artist? (He is, of course).

I was also a tutor at the Brighton summer school that earned TAD 292 some transitory notoriety. The activities that brought this about were in the mainstream of contemporary "avant-garde" art: it is a little surprising that in 1976 anyone can still summon up the capacity to be outraged by them.

As Mr Deacon himself admits, "some of the projects were very worthwhile." Certainly I have never worked with a more friendly, energetic and enthusiastic group than that which fell to my lot.

As for the new games: what better way, at the end of a day's apprehensive travel to the campus, to relax, laugh and get to know each other, than the Jonestons sat on the knoll above us as we rushed about with flashing eyes and floating hair, looking superior and embarrassed and as though they had all swallowed refrigerated poker. How lovely can you get?

Yours faithfully,  
CHRISTOPHER CORNFORD,  
Spring House, Conduit Head Road,  
Bath, Somerset.

from Mr Peter Byrne  
Sir—Sue Reid refers to criticisms of the course by Colin Jones, a polytechnic lecturer, whose remarks, that the course is "too introspective" and that it has "too to do with art therapy" and that when he resigned last March he was replaced by an "art therapist" could lead to serious misunderstandings.

As the "art therapist" mentioned in the article, I would like to clarify matters for Mr Jones and, more importantly, for any would-be students of the course who may have been put off by the tone of the article.

To put my "art therapy" work in context, it stems from a wider interest in "non-elitist" art; that is, art produced outside the narrow confines of the art-college establishment. Perhaps I ought also to mention that I have a degree in fine art (I am still a practising painter), an Art Teacher's Diploma, and am completing a dissertation for a Diploma in Art Education (now an MA in Art Education).

Since 1966 I have taught and lectured in schools, colleges of education, colleges of further education, polytechnics and universities on many differing aspects of creativity and art.

I admit a professional interest in art therapy: I am a council member of the British Association of Art Therapists, and member of its working party on education and training. However, this does not disqualify me from being an Open University course tutor as far as I know.

At the summer school to which Sue Reid refers, I spent two weeks as a tutor experimenting with some techniques derived from art therapy which, to my mind, are valid educational techniques in their own right. This was only for two hours a day, with small groups; the rest of the time was spent on more conventional art teaching (or more un-conventional).

As for the claim that the course is too introspective, I suggest that a closer reading of the material and an attempt at some of the suggested projects would soon dispel those fears. The main emphasis of the course is towards social participation in the arts; Ruskin as opposed to Whistler.

In my experience, art teacher and art therapist, no course I have come across has as much potential to change attitudes to art from "elitist" to "democratic" as TAD 292.

This probably explains why it has unnerved some parts of the art education establishment to the extent that they attack a course, only half of which has been published so far, and the effects of which have only just begun to be felt by the students. I am no expert on academic criteria for OU courses: I doubt whether Mr Jones or Mr Deacon are either. But I do feel that Professor Kettle's inquiry, whilst not being uncritical, contains the more than a fair and forward-looking in allowing it to continue, for it seems to me that TAD 292 is a model for future developments in art education.

Yours faithfully,  
PETER BYRNE,  
Welfield College,  
Matlock,  
Derbyshire.

## Newman's university

from Mr J. T. Ker  
Sir—Mr M. L. Shattock (THE August 7/8) maintains that in the Newman courses Newman "accorded research not even a secondary role in his statement of the purposes of a university".

It is quite true that in the opening paragraph Newman asserts that the object of a university "is the diffusion and extension of knowledge rather than the advancement of it". But here the words "rather than" mean "more than" rather than "less than". Newman puts it rather dramatically in one of the Lectures and Essays, "where an empire is in political history, such is a university in the sphere of philosophy and research".

Again, Oriel certainly greatly influenced Newman, but Mr Shattock fails to mention the importance of Newman for Newman's thinking. One result of this was that the gov-

ernment of the Catholic University of Ireland lay not in the hands of the heads of the collegiate houses, as at Oxford, but in the hands of the Rector and professors.

I am grateful to Professor Chadwick (THE, July 9) for his kind passing reference to my annotating, but perhaps I may be allowed to point out for the benefit of your readers that my new Oxford English Textual and other series, which includes a 70-page introduction, nearly 100 pages of close commentary, and some 150 pages of textual and other supplementary material, is to be found in a full discussion of Newman's attitude to research in the university.

Yours faithfully,  
J. T. KER,  
The Oratory,  
Edgbaston,  
Birmingham, B10 8UE.

## LETTERS TO THE EDITOR

## OU art and environment course

## Democracy in Germany

from Professor W. A. Coupe

Sir—A favourite title for the essays we used to have to write at school ran: "How far can tolerance be extended to the intolerant?" or—more pointedly in the era which witnessed such events as the subversion of Czechoslovakia or the defection of Burgess, Maclean and Philby—"How far can liberal democracy tolerate those who do not accept its values?"

The answer tended to turn on the paradox that a liberal society which tolerated the illiberal in sufficient numbers would not continue to be liberal for very long, and that it did not tolerate them it would cease to be a liberal society anyway. This is essentially the dilemma that confronts Western Germany.

The real tragedy inherent in totalitarian attitudes is that there is any parallel between attitudes in those who combat them. This, at least, was the principle many radical groups worked on: by a series of confrontations with the authorities, the theory went, you polarized the situation, forcing the authorities either to capitulate or to adopt increasingly harsh measures to resist your demands; thereby you forced bourgeois society to reveal the reality of its repressive nature.

The radicals at least should not be surprised to find that the theory does work in practice. To suggest that the 500 or so radicals who have fallen under the *Berufsverbot* (i.e. been refused state employment) are all mild-mannered, open-minded men, suffering persecution for the "truth" they are the producers and products of the wave of often

mandates.  
Yours sincerely,  
DON SHAW,  
President,  
The Open University Students' Association,  
214 High Street,  
West Midlands DY5 4JF.

## Ideology and politics

from Martin Seliger  
Sir—After some hesitation I have decided to exemplify the intertwined tendentiousness and extravagant inaccuracy of Dr Drucker's review of my *Ideology and Politics* (THE, April 9).

Explaining that "restrictive definitions" refuse to have their own beliefs called "ideological", Dr Drucker overlooks my not considering this refusal necessarily to entail the consistent use of "ideology" in the restricted sense" (page 26) and my showing a "restrictive" conception to be applied by its holder to his own beliefs (page 47). Moreover, Dr Drucker entirely bypasses my definition, according to which restrictive conceptions confine the term (ideology) to specific political belief systems and inclusive conceptions apply it "to all political belief systems" (page 14).

Dr Drucker affords ample grounds for doubting his familiarity with "more than" subjects of the book or even with its table of contents. He declares that "Seliger nowhere says what he means by ideology". A section (Chapter III, d) listed in the contents, entitled "The Elaborate Definition", contains the more than a fair and forward-looking in allowing it to continue, for it seems to me that TAD 292 is a model for future developments in art education.

Yours faithfully,  
IAN CUNNINGHAM,  
Principal Lecturer,  
School for Independent Studies,  
North East London Polytechnic,  
Holbrook Road, London E15 3EA.

## Silver poets

from Professor Arthur Pollard,  
Sir—May I comment on one point in your review (THE, August 6) of my *Silver Poets of the Eighteenth Century*? Dr Brooks-Davies remarks that "an opportunity has been lost to bring Gay, Smart, Shenstone, Langens, and Young to the attention of the student's attention".

This was never my purpose, since with the exception of Cowper, all these and several others are included in a companion *Everyman* volume, *English Poetry, 1700-1789*, published by D. W. Lindsay.

Yours faithfully,  
ARTHUR POLLARD,  
Send Hill,  
North Croy,  
Borough,  
N Humberdale,  
Huddersfield.

More letters page 10

very violent left-wing protest and revolt which swept through German universities after 1968. Significantly, it was not only notorious reactionaries who were intimidated—this was the generation that coined the term *Schweitz-liberal* ("shit-liberal") to express its contempt for anyone of liberal-democratic persuasion.

Not surprisingly, steps were taken, by means of the *Radikalisierung*, to close the institutions to some of them! Occasional this has no doubt produced by or unjust results—German federalism has never been conspicuous for its lightness of touch. In the end, it is a serious response to what is a serious threat. As Mr Davis reminds us, these things have to be seen in their historical context, and in the German historical context any argument about extremism must proceed from rather different premises than would be the case in our own country.

No doubt Messrs Coates, Cressey and Davies would not accept that there is any parallel between attitudes in those who combat them. This, at least, was the principle many radical groups worked on: by a series of confrontations with the authorities, the theory went, you polarized the situation, forcing the authorities either to capitulate or to adopt increasingly harsh measures to resist your demands; thereby you forced bourgeois society to reveal the reality of its repressive nature.

The radicals at least should not be surprised to find that the theory does work in practice. To suggest that the 500 or so radicals who have fallen under the *Berufsverbot* (i.e. been refused state employment) are all mild-mannered, open-minded men, suffering persecution for the "truth" they are the producers and products of the wave of often

mandates.  
Yours faithfully,  
W. A. COUPE,  
Department of German,  
University of Reading,  
Whiteknights,  
Reading.

ever between interest (most especially class interest) and ideology". However, Dr Drucker quotes my saying that ideologies cannot be considered either as determined by or opposed to tangible class conditions" (page 17).

While I argue that not "all beliefs are class-bound" (page 154), I stress that behavioural studies confirm that "class-based solidarity still forms a particularly strong belief element" (page 155).

At this point, I compare England and America, as I do in other contexts. Ignoring the fact Dr Drucker says that for me "to mention America thus... would sit ill with the vagueness of the whole book". The reader might well wonder how well-founded the accusation of vagueness is.

Relying on his second quotation, Dr Drucker alleges that I almost manage "to say that more working-class votes than Tory than Labour". This follows neither "almost" nor otherwise from the well-established fact (note 15, page 301) that neither Tories nor Labour can "rely... upon more than one-third of the electorate". Since "two-thirds of the electorate" can be classified as working-class (page 153), half of the latter provides Labour with the vote it can rely upon, if it can rely upon one-third of the electorate. Indeed, working-class votes, the quotation runs, not cast for Labour rarely fall below 40 per cent and "at most elections about half of the Conservative electoral support comes from one-third of the working-class vote (my italics).

The reader may be surprised to find that the book became recommended reading, optimizes the connection between Dr Drucker's political bias and his misreading of the text. Nothing indicates the allegation that the book "comes to anesthetize ideology" to deter people from political action and convince them that "ideology is dead". The truth is: I refuse to accept any (my italics)... would strain at being "called ideological in this Seliger's sense". The confusion I am accused of seems to exist primarily in Dr Drucker's mind.

Among other things not worth mentioning, I fail to distinguish ideology from science, although in the section "Ideology and Science" I do just that, and refute the assertion of social science's becoming "the ultimate ideology" (page 156). Untrustworthy reporting and careless thinking also combine in the only accusations which rely on exaggerated quotations.

"Seliger is particularly keen to deny... any special fitfulness between socialism and the working classes" and "any connection what-

ever

between

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However,

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Drucker

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